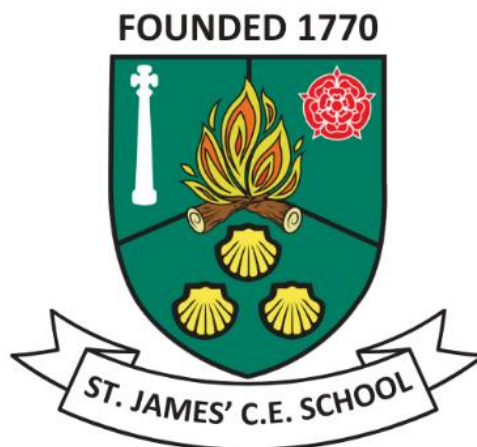




Pupil Premium Strategy Statement 2026-28

Leyland St James CE Primary School

Premium Strategy Statement – Leyland St James CE Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	Leyland St James CE Primary School and Nursery
Number of pupils in school	Reception: : 7/30 23% Year 1: 4/28 14% Year 2: 6/29 20% Year 3: 6/31 19% Year 4: 9/30 30% Year 5: 12/31 39% Year 6: 5/30 16% Total on roll: 49/209
Proportion (%) of pupil premium eligible pupils	Total on roll: 49/209 23% (Reception-Year 6)
Academic year/years that our current pupil premium strategy plan covers:	2025-2027 (although reviewed annually)
Date this statement was published	Reviewed September 2026 September 2027 (monitored termly) September 2028 (monitored termly)
Date on which it will be reviewed	July 2026

Statement authorised by	Mrs C Howarth
Pupil premium lead	Mr J Atherton
Governor / Trustee lead	Mrs C Howarth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 63,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£ 63,000

Part A: Pupil premium strategy plan

Statement of intent

At Leyland St James C.E. Primary School our distinctive Christian vision says:

Our **children** will be deeply rooted in faith, guided by our Christian values in order to succeed and thrive academically, spiritually and personally, knowing that Jesus is with them, every step of their journey. Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can shine like stars. Our **school** will be a place where children can grow in strength, to be unique and flourish in the presence of God. We seek to serve the diverse **community** of which we are a part of.

'Together, we shine like stars as Children of God' Philippians 2:15

Our belief is - and research evidence shows (e.g. from The Sutton Trust, EEF, John Hattie, Ofsted, DfE Reports) - that quality of teaching and learning is the most important factor in the achievement of all pupils. This is particularly true for pupils from areas with a high deprivation indicator.

Professional Excellence and a Personalised Curriculum are a central focus of the School Improvement Plan. They will have the biggest positive effect on our most disadvantaged pupils; ensuring the gap closes between the most disadvantaged and the most advantaged pupils in our school community. The focus on developing Professional Excellence and a Personalised Curriculum ensures all staff members are of the highest quality and are supported in developing the skillsets needed to enable our children to make rapid progress from low starting points and secure levels of high attainment, at the end of each Key Stage and across all year groups.

The drive for Continuous Professional Development ensures our children access a high-quality education, but that motivation is high and staff development and retention is good. While we know that enriching classroom experiences are paramount in the Early Years, we also know that providing enhancements and enrichments to the curriculum are just as important. Experiencing the broader world is a crucial factor before joining it. In addition to these, some children will need more time and/or support to ensure they are able to fulfil their potential. In these cases, additional targeted intervention and support strategies are provided and the impact reviewed regularly.

Key Principles:

Promote a culture of 'attainment for all' with high expectations of all our children.

High quality teaching and intervention

Understanding each individual, identifying barriers to learning and their outcomes.

Decisions are based on regular evaluation of data and evidence

Objectives:

✓ For our pupil premium children to flourish as individuals, in all aspects of school life.

✓ For our pupil premium children to achieve as well as our non-pupil premium children

✓ For our pupil premium children to be able to access the same wider opportunities.

✓ To support our children's health and wellbeing to enable them to access learning.

Aims of delivery:

Ensuring teaching and learning opportunities meet the needs of all pupils.

Ensure children receive a high-quality curriculum through regular CPD, support and monitoring delivery.

Ensuring children are provided with purposeful, focused interventions by teachers and support staff.

Regular evaluation to identify barriers to learning as well as data analysis to review practice and provision.

Support payment for activities, educational visits and residentials to ensure that children have the same experiences as non-pupil premium children.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor language and communication on entry to school.
2	Gaps in reading, writing, maths. Attainment in reading, writing and maths for PPG pupils is lower in some areas than that of their peers.
3	Social, emotional and mental health - Increased levels of social, emotional and mental health concerns including learning resilience.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
5	Many Pupil Premium children fit into vulnerable groups - SEND - ASD, SEMH, C&L

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	• S and L focus across school - daily focus in all classes. Consistent strategies used across school to develop vocabulary and language/talk. • All staff are confident in delivering targeted support in communication. • NEILI introduced as a whole class, targeted approach to improving oracy in Nursery and Reception, laying the firm foundations.

	• High focus on purposeful conversations to develop fundamental communication skills (SHREC approach). • Early identification for children requiring S&L intervention (Targeted S&L intervention delivered by our in-school TA, alongside a S&L termly therapist). • Children have access to a rich reading spine, exposing them to quality language and vocabulary Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Ensure the outcomes for all PP children through targeted support and high-quality inclusive teaching.	• Disadvantaged children's end of Key stage outcomes in 2026-2028 to be above national average at the expected standard. • Daily literacy/numeracy/phonics interventions • Small group work to target individual needs across the school. • Daily reading support • Responsive/ same day intervention including adaptive teaching strategies/ pre-teach and precision teaching ensures more pupils, including the disadvantaged are supported effectively with their learning. • Curriculum add-ons such as Timestables Rockstars.
Improve the outcomes for our SEND children, ensuring they make good progress from their starting points.	• 'The Garden' opened as an in-school intensive intervention for our most complex SEND learners. • Children receive daily-targeted intervention in small groups. • Children make good progress from their starting points, monitored through half termly pupil progress meetings and profile meetings. • Specialist teacher input where required to further support appropriate teaching strategies.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing by 2028 demonstrated by: • Group and 1:1 Therapy Dog sessions to remove mental health and wellbeing barriers.

including enrichment activities, experiences beyond the classroom and support with social and emotional mental health.	• Continued use of the school counsellor as an early help offer to further support pupil mental health and wellbeing. • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Opportunities to learn a musical instrument.
Attendance is in line with national average.	Sustained high attendance from 2028 demonstrated by: • Overall attendance is at or above national at 96%. • The percentage of all pupils who are persistently absent being below 9% (national average) and the figure among disadvantaged pupils being no more than 9% (national average) higher than their peers. • Attendance officer/ family support worker work closely with families to identify barriers and promote attendance so children want to attend • Early intervention provided to families such as through the Early Help process.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35 000

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number(s) addressed
All Pupil Premium children make at least good progress from their starting points	- All class teams aware of the PP children - Allocated class TA support, offering interventions, for all year groups, supporting quality first teaching across the curriculum.	The difference is diminishing between PP/non due to timely intervention and quality first teaching, but needs to continue. Making Best Use of Teaching Assistants Education Endowment Foundation EEF Sutton Trust - quality first teaching has direct impact on pupil outcomes	Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress. Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms (see monitoring schedule)	1,2,3,5.

	Regular CPD for teaching staff to ensure 100% of teaching is deemed good/outstanding (see CPD calendar).	Highly quality CPD, to ensure skilled and confident staff will see better progress from children. Pupil Premium Guide Education Endowment Foundation EEF	Appraisal/CPD reviews will ensure any gaps in subject knowledge or confidence are addressed.	1,2,3.
	Continue to run parents classes to help improve the early phonics, maths and English skills of parents to help them support their children at home.		Parent class calendar of events/classes. Links with Lancashire Adult Learning/local adult education providers	1,4,5.
				1
	Enhancement of our maths teaching and curriculum The DfE non-statutory guidance has been produced in conjunction with the 3 6 planning in line with DfE and EEF guidance..	National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Strong foundations in the first years of school	We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) Timestable Rockstars as a curriculum add-on for all	

Whole school training will ensure staff can best support attainment, development and emotional wellbeing of all Pupil Premium children	<i>Whole staff CPD focusing on mental health and wellbeing to support children's learning: attachment training, adverse childhood experiences and early trauma, complex trauma, safeguarding</i>	<i>Knowledge of individual pupils needs and changing trend in the emotional and mental health of pupils</i> <u>Improving Social and Emotional Learning in Primary Schools Education Endowment Foundation EEF</u>	<i>CPD log General interactions with children round school CPOM's</i>	<i>1,2,3,5.</i>
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Targeted academic support

Budgeted Cost: £11,000

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number(s) addressed
All Pupil Premium children make at least good progress from their starting points	Regular Speech and language intervention sessions for target pupils across school. Access NEILI speech and language intervention - buy materials/training..	Communication and Language is the highest area of need on our SEND register - research supports the effectiveness of the chosen strategies Communication and Language Approaches EEF Oral Language Interventions EEF	<i>Timetabled adult-led interventions with monitoring and support provided. Close monitoring and modelling of SHREC approach.</i> These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time	1,2,5
	<i>Additional phonics sessions for pupils in KS1 (Catch-up phonics)</i> <i>2x phonics sessions daily in EYFS to help ensure</i>		<i>Phonics assessments will be conducted regularly and monitored by Phonics Lead to ensure at least good progress</i>	1,2,5

	children progress in line with National expectations		Targeted readers will be monitored by Phonics Lead	
	Daily readers for (at least) the lowest 20% of children and those who don't get support/read at home.		Pitch of phase/text matched monitored by Phonics Lead	1,2,5
	Additional maths booster group implemented where children are struggling to access the content through daily TA support	High expectations of ALL children - no ceiling/differentiation in expectations Improving Mathematics in the Early Years and Key Stage 1 Education Endowment Foundation EEF	Maths leader monitoring calendar/SLT Monitoring calendar □ Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress. 1,2 ,3, 4 □ Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms	
	2x trained SEND Co-ordinators (One EYFS focused, one KS1) to ensure all staff are given the support to ensure SEND children have access to appropriate provisions to	Special Educational Needs in Mainstream Schools Education Endowment Foundation EEF	Appraisal of SEND Co's in school Parental engagement of SEND children through termly ADPR meetings	

	<i>ensure best outcomes from starting points.</i>			
	<i>Subscriptions to online/web based programs to support children at home (Testbase, Purple Mash, Timestable Rockstars, Renaissance Reader)</i>	<u><i>Use of digital technologies - clear evidence to support technology at home for maths, English and phonics.</i></u>	<i>EF to monitor use of chosen technologies at home.</i> <i>Tasks set online to support the children's learning journey.</i>	<i>1,2,3,4,5</i>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20 000

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number(s) addressed
All Pupil Premium children to be provided with the wellbeing	Therapy Dog training for staff and pupils. Counselling from the Family Support Worker	Supporting emotional and behavioural development: "Therapy dogs in EEF-supported environments can help children manage stress and anxiety, improve their		

support required to thrive at school.		social skills, and develop resilience." Enhancing the school environment: "The presence of a trained therapy dog can create a more positive and emotionally safe atmosphere for children, particularly those who may be experiencing anxiety or difficulty adapting to school."		
	Whole school training through Virtual Schools on becoming a trauma and attachment informed school using emotional coaching techniques.	A pilot to evaluate 'trauma-informed short-term Managed Intervention Centres', offsite centres where young people at risk of permanent exclusion have 5-week placements where they receive behaviour management support.		3,4.
	Subsidise wider learning opportunities for first hand, experiential learning, both in and out of school, including school and residential visits.	Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying levers for improvement so that all pupils have access to broad educational experiences.	<i>Reviewing curriculum offer and understanding barriers to opportunities for PP children. Reviewing the vulnerable children's list and actively working with staff to engage children in clubs, residentials and wider school opportunities.</i>	3,4,5

	Support emotional health and wellbeing. Employ a family support worker. Work with the local CAMHS outreach service			3,4
All Pupil Premium children have excellent attendance	Targeted support for vulnerable children including travel arrangements, speaking to local services and supporting their wellbeing e.g. morning breakfast club to boost attendance	EEF blog: Taking a tailored approach to improving attendance	<i>Reviewing the vulnerable children's list and children who may need access to the soft start school approach</i>	3,4
	Each week, an attendance report will be produced, stating attendance figures, comparing the current week's figure to previous weeks/National. The HSSL will conduct attendance meetings with parents of persistent absentees and those at risk of low attendance.	EEF blog: Taking a tailored approach to improving attendance	<i>Parent surveys</i> <i>Weekly attendance figures</i> <i>Termly HT report to the Governing Board</i> <i>Newsletters which include attendance winners.</i>	3,4,5
	Enhance the availability of school uniform for pupils who are in urgent need.	EEF Information on school uniform		3,4

Total: 63000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

External data shows children achieving broadly in line with National figures, from very low starting points (see phonics, EYFS and Yr 2 data)

Through monitoring, both PP lead, assessment lead and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2025-26 (This can be ratified via internal assessment systems/pupil progress meeting records and termly provision maps).

PP pupils have been fully engaged in a wide range of trips and experiences to develop their Cultural Capital and bring the curriculum to life - see website, past newsletters, termly HT report to Gov's.

PP children have been targeted for extra-curricular activities (choir, sport's club, art club etc) to widen their opportunities.

PP have 'Soft Start' club that is funded to ensure a good start to the day

Introduction and implementation of the therapy dog has seen an improvement on attendance, uptake in counselling and improved behaviour.

Some families have been supported with household items and food parcels to ensure all essential home items are available.

Musician and artist in residence and ICT Leader have provided opportunities to ensure to ensure children are well-rounded and access to a broad and balanced curriculum, preparing them for life after Leyland St James.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***